

# The European Perspective on Recognition: What's going on in other European countries?

Lucie de Bruin & Bas Wegewijs  
International Recognition Department  
Dutch ENIC-NARIC



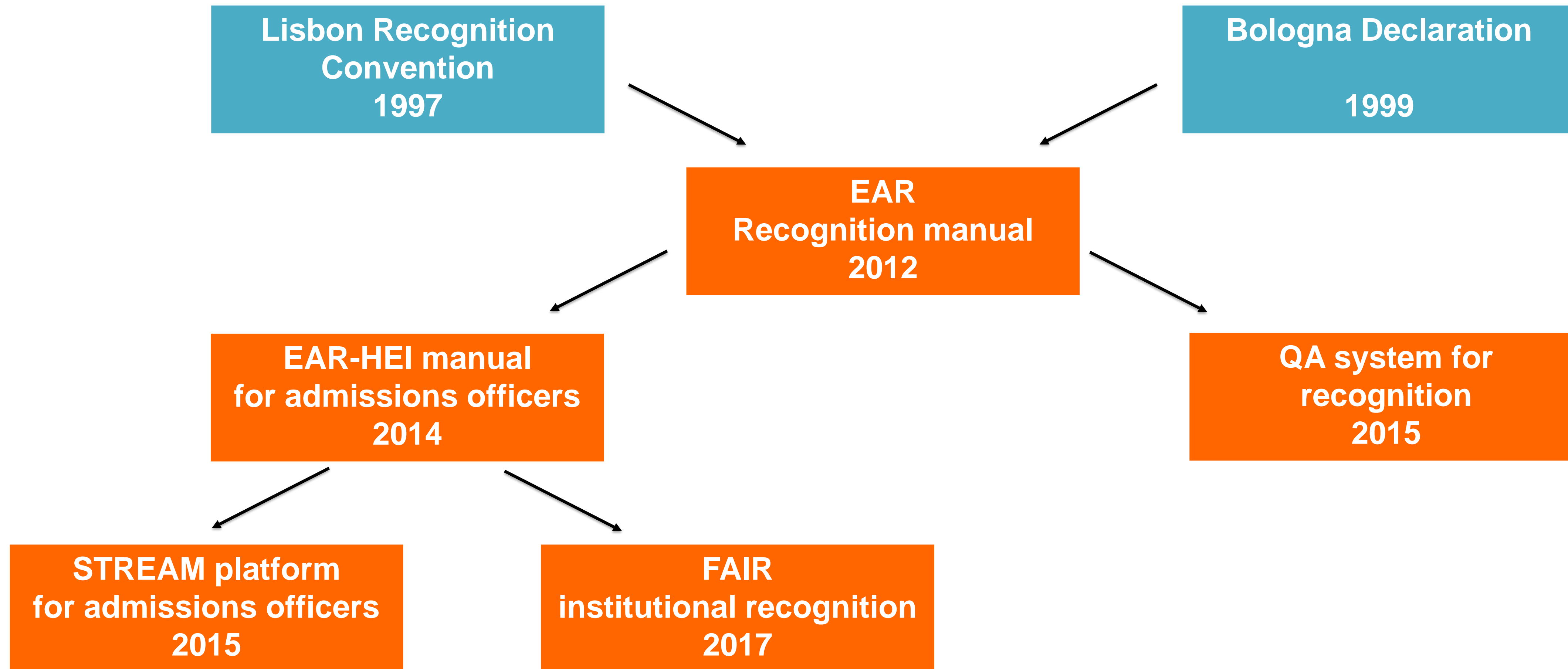
# International Recognition Department



- 6 policy officers
- 17 credential evaluators
- 3 administrative



# European Area of Recognition



# Implementation of LRC in Europe

Monitoring report: implementation of Lisbon Recognition Convention (first time in 2016):

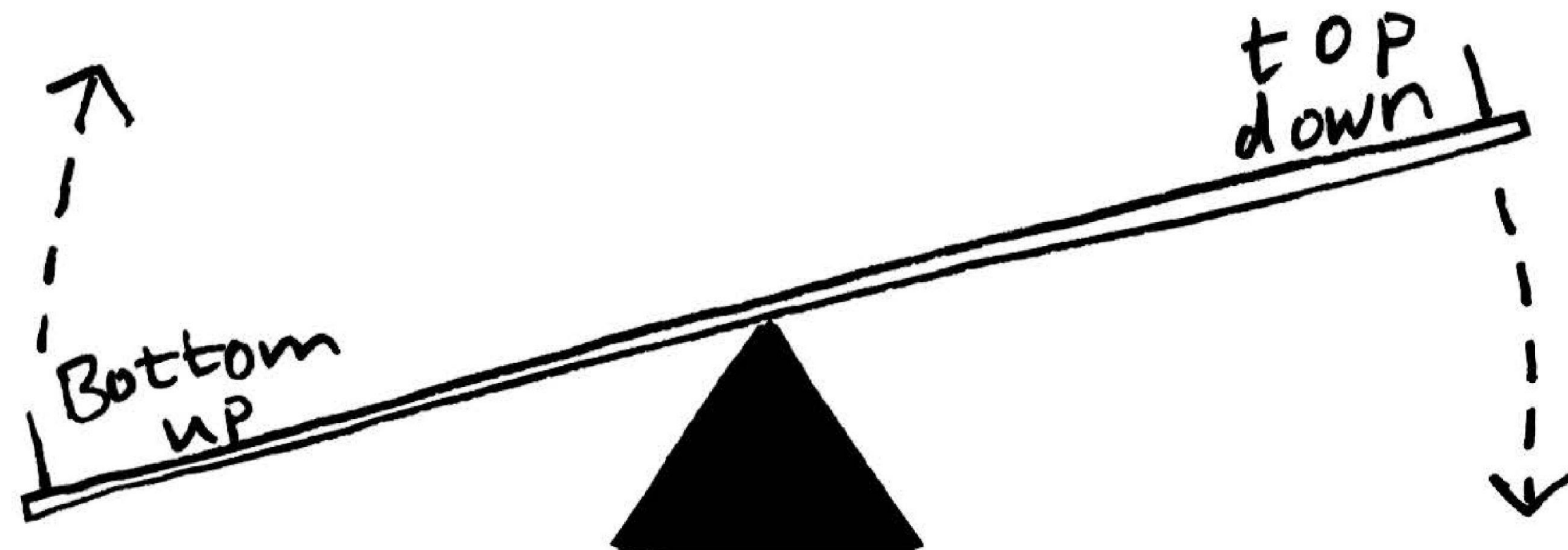
- Access to an assessment
- Recognition criteria and procedures
- Time limit
- Right to appeal
- Substantial differences
- Refugees' qualifications
- National information centre (and resources)

→ These topics overlap with Standards & Guidelines of Recognition + baseline assessment used in FAIR project

# Implementation of LRC in Europe

Different models for recognition procedures:

- legal attitude versus flexible approach;
- top-down implementation by Ministry of Education versus bottom-up by peer groups (e.g. national associations of admissions officers);
- with LRC (international legislation) you need both approaches, combining the two forces!



# European Standards & Guidelines

Standard 1.4 of the revised ESG sums it up nicely:

## 1.4 Student admission, progression, recognition and certification

“Appropriate recognition procedures rely on:

- institutional practice for recognition being in line with the principles of the LRC;
- cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.”

→ Sounds like ‘*gelebte anerkennungskultur*’ to us!

**ESG  
2015**





# SQUARE project

- System of Quality Assurance for the Recognition Networks
- Tailor made for different types of ENIC-NARIC centers: Typology
- Self – Evaluation & Peer review based on Standards & Guidelines for recognition



# Typology of information centres

<http://www.enic-naric.net/square-quality-assurance-for-the-enic-naric-networks.aspx>

GERMANY				
○ <i>Legal Status</i>	Ministry		Agency	Separate
○ <i>Recognition policy</i>	Autonomous		Partly regulated	Fully regulated
○ <i>Size</i>	Large (>10)		Medium (6-10)	Small (1-5)
○ <i>Status of the evaluation</i>	Advisory		Legally binding	No evaluations done
○ <i>Purpose of the evaluation</i>	Further study		Employment	Regulated professions
○ <i>Applicants</i>	Individuals	Education inst.	Employers	Authorities
○ <i>Services</i>	Online database	Training	Conferences/seminars	Projects/research

NETHERLANDS				
○ <i>Legal Status</i>	Ministry		Agency	Separate
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## Standard 2 – Applicant-centred recognition

Foreign qualifications are evaluated based on the purpose for which recognition is sought and recognized unless there is a substantial difference. Learning outcomes take precedence in the evaluation. An alternative form of recognition is granted if possible where full recognition cannot be granted. There should be a process in place that enables the applicants to appeal against the recognition decision. All persons in a refugee (like) situation holding a qualification without documentation are able to have their qualifications assessed.

# 14 centres have been peer reviewed



**Dutch ENIC NARIC** @ENICNARIC\_NL · 2 u

Enhancing quality in diploma recognition: Ukrainian ENIC office peer reviewed by ao experts @NOKUT\_no RT via [twitter.com/Stig\\_Arne/stat...](https://twitter.com/Stig_Arne/stat...) #SQUARE



**Stig Arne Skjerven** @Stig\_Arne

Peer review in Kyiv of the Ukrainian #ENIC-NARIC office with Rolf Lofstad #NOKUT\_no and Sergiy Skorokhod, Odessa



# Online training platforms

- STREAM online training platform in good practice of recognition for admissions officers;
- 800 participants from all over Europe (+ North-America, Africa, Asia);
- 121 participants from Germany!

New: Credential Evaluation Course launched by EP-Nuffic last week: [www.epnuffic.nl/cec](http://www.epnuffic.nl/cec)



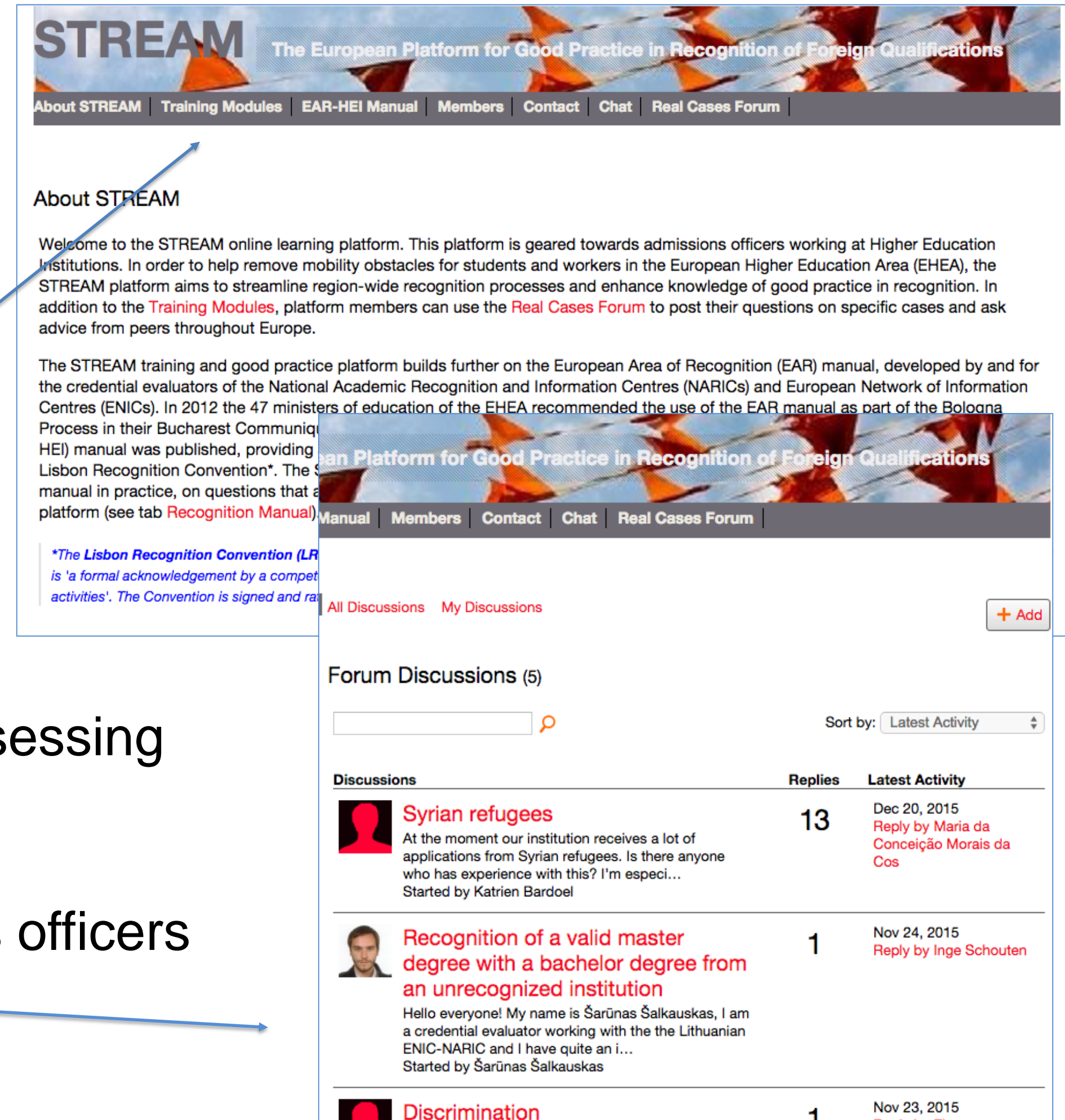
# STREAM project

2 main features:

- 4 training modules:
  - Introduction to recognition
  - Quality & Legitimacy
  - Credential Evaluation and Assessing
  - Information Search
- Real cases forum for admissions officers

[www.enic-naric.net](http://www.enic-naric.net)

<http://onlinecourse.ning.com/profiles/members/>



**STREAM** The European Platform for Good Practice in Recognition of Foreign Qualifications

About STREAM | Training Modules | EAR-HEI Manual | Members | Contact | Chat | Real Cases Forum

### About STREAM

Welcome to the STREAM online learning platform. This platform is geared towards admissions officers working at Higher Education Institutions. In order to help remove mobility obstacles for students and workers in the European Higher Education Area (EHEA), the STREAM platform aims to streamline region-wide recognition processes and enhance knowledge of good practice in recognition. In addition to the **Training Modules**, platform members can use the **Real Cases Forum** to post their questions on specific cases and ask advice from peers throughout Europe.

The STREAM training and good practice platform builds further on the European Area of Recognition (EAR) manual, developed by and for the credential evaluators of the National Academic Recognition and Information Centres (NARICs) and European Network of Information Centres (ENICs). In 2012 the 47 ministers of education of the EHEA recommended the use of the EAR manual as part of the Bologna Process in their Bucharest Communiqué. The EAR manual was published, providing a practical guide to the Lisbon Recognition Convention\*. The STREAM platform aims to streamline region-wide recognition processes and enhance knowledge of good practice in recognition. In addition to the **Training Modules**, platform members can use the **Real Cases Forum** to post their questions on specific cases and ask advice from peers throughout Europe.




\*The Lisbon Recognition Convention (LRC) is 'a formal acknowledgement by a competent authority of the validity of a qualification for the purposes of access to higher education'. The Convention is signed and ratified by 47 European countries.

Manual | Members | Contact | Chat | Real Cases Forum

All Discussions My Discussions + Add

### Forum Discussions (5)

Sort by: Latest Activity

Discussions	Replies	Latest Activity
 <b>Syrian refugees</b> At the moment our institution receives a lot of applications from Syrian refugees. Is there anyone who has experience with this? I'm especi... Started by Katrien Bardeel	13	Dec 20, 2015 Reply by Maria da Conceição Morais da Cos
 <b>Recognition of a valid master degree with a bachelor degree from an unrecognized institution</b> Hello everyone! My name is Šarūnas Šalkauskas, I am a credential evaluator working with the the Lithuanian ENIC-NARIC and I have quite an i... Started by Šarūnas Šalkauskas	1	Nov 24, 2015 Reply by Inge Schouten
 <b>Discrimination</b>	1	Nov 23, 2015 Reply by Elise

# FAIR project: policy reform

## Focus on Automatic Institutional Recognition

**Aim:** to improve recognition practice of higher education institutions by implementing elements of automatic recognition.

## Objectives

- ✓ Identify essentials in recognition procedures, develop practical guidelines and provide consultancy in streamlining the procedures;
- ✓ Gain commitment at policy level to effectuate the implementation of forms of automatic recognition in each participating country.





# FAIR project: policy reform

- 6 countries (Germany, Croatia, Spain, Italy, Flanders, The Netherlands)
- 22 higher education institutions (3 from Germany, including *Universität Bremen!*)
- ENIC/NARICs, CRUI and HRK as ‘country coordinators’
- EUA as independent evaluation body
- ECA as QA specialists
- NARIC Denmark as ‘critical friend’



# FAIR project team



ENIC-NARICs



Critical friend



22 HEIs

Ministries of  
Education



Evaluation body



Accreditation expert



# FAIR: project methodology



Baseline assessment

Making  
improvements



Impact assessment

# FAIR project: main outcomes

- Highly diversified procedures;
- Unexpected role of external bodies in recognition and admission activities (e.g. uni-assist in Germany, UNED in Spain);
- Binarism and regionalism complicate the European landscape;
- Lack of familiarity with the LRC;
- No evidence that recognition and admission practice are subject to systematic QA.



# Useful websites

FAIR project:

<https://www.epnuffic.nl/en/diploma-recognition/fair>

EAR-HEI manual:

<http://eurorecognition.eu/Manual/EAR%20HEI.pdf>

STREAM training platform:

<http://www.enic-naric.net/stream-the-online-training-platform-for-admissions-officers.aspx?srcval=stream>

## **FAIR recommendations on:**

- Providing transparent information to applicants;
- Applying LRC in a fair and more automatic way;
- Limiting processing times of applications;
- Specific procedures for RPL and/or refugees;
- Implementing QA procedure for recognition;
- Anything else?

## Questions? Contact

Lucie de Bruin [lbruin@epnuffic.nl](mailto:lbruin@epnuffic.nl)  
Bas Wegewijs [wegewijs@epnuffic.nl](mailto:wegewijs@epnuffic.nl)

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